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BOOK REVIEWS

Negro Education, A Study of Private and Higher Schools for Colored People in the United States. By THOMAS JESSE JONES. United States Bureau of Education in Cooperation with the Phelps-Stokes Fund. Issued as Bulletins, 1916, Nos. 38 and 39. Government Printing Office, Washington, 1917. Vol. I, pp. 700. Vol. II, pp. 700.

This report is the result of a survey of Negro education made during the past four years under the direction of Dr. Thomas Jesse Jones, specialist in the education of racial groups, United States Bureau of Education. This is the most comprehensive and authoritative report relating to Negro education that has been made. The report covers all Negro private schools above the elementary grades. The total number of schools described is 748, of which 635 are private schools, 28 are state institutions, 68 are public high schools, and 27 are county training schools. Reports are also made on 43 special institutions such as hospitals, orphanages and reformatories.

It appears that no form of education for Negroes is satisfactorily equipped or supported. The striking facts in the study of the financial support of Negro education are, first, the wide divergencies in the per capita of public school expenditures for white and Negro children: \$10.06 for each white child and \$2.89 for each Negro child, and second, the extent to which schools for Negroes are dependent upon private aid. It also appears that the private schools provide the greater proportion of all educational opportunities above the elementary grades. They also offer practically all the instruction in agriculture, medicine and religion.

In the discussion of a program for educational development, it is pointed out that the public school authorities are responsible for elementary education and that so long as the elementary school facilities are insufficient, every phase of education above the elementary grades is seriously handicapped. With reference to secondary schools and teacher training, it is suggested that their chief effort should be to supply trained teachers for the public elementary schools. More than fifty per cent. of the teachers now in these

schools have an education less than the equivalent of six elementary grades.

In the discussion of the importance of industrial education, it is pointed out that in spite of the striking progress made in the accumulation of property, the Negroes are "still a poor people." The large percentage of women and children who have to earn a living indicates the need of elevating their economic status so that more children may attend school, and the women have a better opportunity to care for the morals and hygiene of the home. Because three fourths of the Negroes live in rural districts, instruction along agricultural lines is one of the most important phases of Negro education. "Preparation for rural life," says the report, "is the greatest problem of the white and colored people of the South."

The most radical recommendations made in the report are those relating to higher education. These recommendations are along the line of improving the facilities and raising the standards of Negro college work. The schools teaching subjects of college grade, 33 in number, are classified according to the amount of college work done, into three groups: first, colleges; second, those doing secondary and college work; and third, those schools in which some college work is offered. "Only three institutions, Howard, Fisk, and Meharry Medical, have a student body, a teaching force and equipment, and an income sufficient to warrant the characterization of college. Nearly half of the college students and practically all of the professional students are in these three institutions." It is suggested that there should be concentration on the development for Negroes of two institutions of university grade. Howard and Fisk are suggested as these two institutions. It is recommended that three institutions be developed and maintained as first class colleges. One such institution would be located at Richmond, Virginia; one at Atlanta, Georgia, and one at Marshall, Texas. A number of other institutions would be developed into junior colleges or schools doing two years of college work. In these junior colleges, large provision would be made for the training of teachers.

M. N. WORK

Los Negros Esclavos, Estudio Sociologico Y de Derecho Publico.

By FERNANDO ORTIZ, Professor in the University of Havana.
Revista Bimestere Cubana, Havana, 1916. Pp. 536.

This work, as its title signifies, is a monograph intended to show the working out of the problems of enslaving the blacks in